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ABSTRACT

This study of the 18 non-commercial and five 10-watt campus radio stations in the Commonwealth of Virginia is concerned with how these stations operate, how they are controlled and funied, and how they serve the public. A discussion of the role of the state government in tapping the potential of this medium is followed by an examination of the current status of public radio use in Virginia. Brief discussions are provided of the use of radio for instruction, uses in higher education, purposes and audiences served by higher education radio stations, control, staffing, funding, programming, and networking. It is concluded that while there are some stations which offer significant amounts of time for news and information, public radio is currently being used for the most part only as a medium for entertainment: the greatest untapped potential for radio in Virginia is seen to be its use as a tool for formal education (RAO)

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Working Paper # 12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TELECOMMUNICATIONS STUDY COMMISSION

"PUBLIC RADIO IN VIRGINIA"

AUGUST 23, 1979

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

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INTRODUCTION

Radio is a largely untapped source of communication in Virginia. There are eighteen licensed non-commercial radio stations and five 10 watt campus stations. (See Appendix A for listings). These stations and in particular the non-commercial licensees, have the potential to provide services in at least the following areas: instruction, elementary, secondary, and higher education; public service announcements (PSAs); emergency communications; reading services for the visually handicapped and blind; services for the deaf; public affairs programming; and a communications system among government office and agencies.

The use made of higher education radio in Virginia differs considerably from one school to another. Many colleges and universities have no radio stations. Those which do use them for varied objectives. Although these schools identify different purposes for their operations, one characteristic seems to apply to all stations: they seek to offer an alternative to commercial radio. The types of alternatives offered differ, and much of radio's potential remains untapped.

The purpose of this paper is to investigate how these stations operate, how they are controlled and funded, and how they serve the public. More importantly, this research is intended as a basis for deciding how radio might function in Virginia's future.

STATE COORDINATION

Characteristics of Public Radio

The potential available to the Commonwealth in public radio is accentuated by the fact it is one of the least expensive mediums in the telecommunications field today. The advantages of radio to the State were recognized when the Master State Plan for Public Telecommunications was written. The same advantages exist today, but they are still untapped. The Plan says in part:

> "Our publically owned, non-commercial radio stations are, for the most part, low-powered, undersubscribed, understaffed and inexactly dedicated to the sorts of functional tasks the Commonwealth might reasonably set to them should a comprehensive telecommunications effort be undertaken. Radio is of little importance in the delivery of instructional and informational services to the citizens and institutions of Virginia. Yet radio, because of its relatively low-cost profiles and its wide circulation characteristics, could become an important telecommunications mechanism in resolving many of the training, educational and informational tasks confronting the Commonwealth government." (Master State Plan: 1973, pp. 7-8)

And, in Part II of the Master State Plan for Public Telecommunications this statement was made:

> ". . . the VPTC has found that available non-commercial radio broadcasting facilities have been rarely employed to carry out important governmental and educational purposes in Virginia . . . Radio . . . frequencies are scarce national resources, and their dedication by the Commonwealth government must be undertaken with due consideration to their greatest potentials for service." (Master State Plan: 1974, p. 77)

And, again, pages 43 and 44 of the Master State Plan for Public Telecommunications suggest that Virginia should be adequately covered by public radio and that facility grants should be used to meet this need. No action has been taken in response to this mandate.

Administration of a "State Presence" in Public Radio

The VPTC in following the guidelines in the Master State Plan for Public Telecommunications has the responsibility for fostering public broadcasting in Virginia. This includes public radio as well as public television.

Part of this responsibility includes management of research and experimentation taking place in the radio field. Apparently, little real concern with public radio has been expressed by responsible agencies. The VPTC was involved in the sponsoring of an experimental program on the potential of radio use in the field of higher education, HEAR (Higher Education Application in Radio). While the program was apparently successful it has since been discontinued and no other instance of concern has been found.

VPTC staff support the concept of State support for the development of public radio in the same fashion as for public television. They recognize the need for centralized management of SCA uses of public FM channels.* The VPTC also feels there should be a statewide coordination of all state funding of telemedia activities, including public radio. There ought to be a plan for the development of the most efficient, cost-effective, usable methods for acquiring, producing, and distributing instructional radio programming. The centralized management of all telemedia software contracts with State agencies should also be handled by the VPTC.

These are all valid objectives for State concern. However, virtually nothing has been done to address these points. Radio

*SCA (Subsidiary Communications Authorization) is a special subcarrier within a regular FM channel. It may be received within total coverage area of the station but only with special receivers.

has remained an underdeveloped resource since the writing of the Master State Plan for Public Telecommunications in 1973. The reasons given for this lack of action are a lack of money and a shortage of staff.

State Agency Uses of the Capacity of Public Radio Stations

Some of State agencies have had contact with the public radio stations for services. In some cases, services were provided to the agency without charge. In other instances, there has been a minor charge. Using agencies make direct contracts with the stations for the services, without going through VPTC. Several of the agencies were unaware the stations could offer them programming in addition to PSAs.

The primary area of use by the agencies has been in the area of PSAs and other short announcements. There are several other areas in which the stations could supply services: the use of instructional programming to conduct courses; training programs for the agencies' personnel could be developed; also there is the potential to provide some training for professionals such as doctors, lawyers, counselors, etc. using the SCA capacity; the promotion of service programs; consumer education; these are some of the possibilities available to the agencies. In many of these cases, if it is so desired, tapes can be made rather than using actual broadcast time. This gives the agency increased flexibility in the use of the materials.

Areas for Future State Actions to Enhance Public Radio Use

In the course of this study, we met with members of agencies, institutions and individuals knowledgeable in public radio, to

ascertain areas of concern useful to a statewide role in public radio. The following are statements summarizing the issues raised by these "concerned experts."

1. There has been an overall lack of support for public radio by the State. (Notwithstanding some individual cases of technical assistance, no funding has been made of public radio).

2. Complete geographical coverage has not been obtained and there has been no program to fill this void.

3. Funding should be made available for the completion of State coverage - perhaps in a fashion similar to the program establishing public television.

4. The need for a statewide radio network has been expressed.

5. Agencies and other groups are unaware of the services the stations have to offer.

6. Overall, there has been little to no contact with the VPTC. The limited contracting for services to State agencies has been done by the stations.

7. The VPTC has provided no input, as far as guidance or funding.

8. Funding should be available for experimental uses of radio.

9. Stations not eligible for CPB funding feel they're being penalized due to lack of CPB and State funding.*

10. The possibility of a statewide plan for the use of SCA should be considered.

11. The VPTC should be working to make resources available for all facets of telemedia use.

12. Statewide guidance in setting rates for radio services should be provided.

13. There is a lack of involvement in the area of higher education by the VPTC and its relationship to possible instructional and general public programming.

Many of the concerns expressed by the stations are similar to those expressed by the VPTC. This reinforcement of the need for

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*CPB due to limited funding has established criteria for eligibility for the funds. Only four stations in Virginia meet these criteria. CPB is the Corporation for Public Broadcasting.

public radio accentuates the need for a State response to deal with these issues.

In this connection, North Carolina has recently completed a task force study on telecommunications within their state. The following findings of their task force dealing with public radio are pertinent and consistent with the patterns noted in this study.

1. There should be the establishment of a sufficient number of FM public radio stations to permit at least one FM signal to be received by all North Carolinians.

2. The state would make financial contributions to the development of the stations but not to an excess of half of the operating cost of the station.

3. Funding is not to be tied to programming in any way.

4. Interconnection should be provided in some fashion but with the intention that the programming of each individual station will be the dominant element.

5. Each station is to be equipped to broadcast by SCA to meet the needs of specialized audiences and the state should provide funding to facilitate this service.

(Interconnections: 1979, p. 108)

PUBLIC RADIO IN VIRGINIA

Only two of the eighteen non-commercial stations are not licensed to State or locally supported education institutions. One of these stations WRFK-FM in Richmond is licensed to Union Theological Seminary. Educational Telecommunications, Inc. is the licensee for WHRO-FM in Norfolk. Both stations, then, do have educational interests and do offer some programming of that sort. However both stations offer classical programming on a regular basis with WHRO, consistent

with its public image, having regularly scheduled community affair programs.

Management of the stations is accomplished through a board of directors with a station manager and program manager responsible for daily operation. The two stations, as is the case with other non-commercial stations, try to provide alternative programming for people in the area served. Both, as members of National Public Radio (NPR), have access to extensive national programming and do make use of that service.

Funding for the stations is accomplished in a number of ways. As CPB certified stations they are eligible for federal grants and matching funds. The public served (the two market areas include more than 1.3 million people) supports the station through donations and participation in fund-raising activities.

The other stations, including two others with NPR affiliation, discussed in more detail later in this paper, provide much the same type of service at locations across the State.

Radio for Instruction

Early public radio was called educational radio in much the same manner that public television was called educational television. Since the early 1920's, educational radio has led a precarious life. In the late 40's, the Federal government tried to promote educational institution involvement with radio by permitting them to operate 10 watt stations, one-tenth the previous mimimum strength. "Progress" in radio has brought the FCC around to where 10 watt stations must now enlarge to 100 watts.

Instruction has taken place through and with the medium of radio. Courses have been offered over radio stations much as instructional television and "Sunrise Semester" are available on television today. Schools were wired for radio and a teacher could request that the speaker in her room be turned on for the local station's language arts offering.

Such use of radio is not as prevalent now as it was 20 years ago. No doubt part of the decline is due to the growth of television. Another influence is similar to that which may alter current instructional television practices. Radio was and is simply a means to bring audio information to a home or classroom. Scheduling was a problem for radio instruction but technology provided a solution. Inexpensive, easy-to-operate audio recording and playback equipment that was portable in fact as well as in name became available. Teachers could make their own schedules and not be tied to a program manager's decision.

Virginia has gotten along without instructional programs available over radio. Instructional radio is still used but is more likely to be via carrier current (non-broadcast), SCA, or occasional programs on a small station. There are still three public school systems that are the licensees of radio stations. They do broadcast instructional programs for schools and other specialized audiences.

In spite of minimal use for instructional program dissemination radio remains a viable alternative for instruction. There are many courses that can be taught as effectively via radio as with television or regular class meetings and at a fraction of the cost.

Due to the nature of the audience radio as a disseminator of instructional programming will probably be more effective in continuing and higher education. The very real fuel/energy shortage and ever-tightening budgets will prompt institutions of higher education to seek alternatives to on-campus instruction. Radio can be one of the cost-effective answers to the problem.

The traditional system of public school instructor combined with the technological developments previously mentioned will preclude formal use of instructional radio. As Virginia supports and promotes public radio, the quality programming that will evolve may well serve to enrich instructional programs at all educational levels.

Because of the degree to which institutions of higher education historically have been involved with educational/public radio, a more detailed review of radio in higher education is in order.

Higher Education Uses of Public Radio

Active, non-commercial radio stations used by Virginia's institutions of higher education can be divided into two groups based on their transmission power. The first group consists of five 10 watt stations which can extend their broadcast signal over a very limited area. The second group is made up of seven stations, all of which have a signal in excess of 100 watts (the range is 175 watts to 100 kilowatts).

Because of recent FCC rules, all 10 watt stations must increase their power to 100 watts in the near future, or be relegated to a

status that may be accompanied by greater interference problems. Consequently, all the 10 watt stations contacted by the Commission staff indicated that they plan to increase their power soon.

Another form of radio communication used in some colleges and universities is carrier current. This technology allows for only limited distribution of the signal, however, and does not involve broadcast over airwaves. Because of this, and because carrier current has very limited advantages over other telemedia technology in terms of its cost-effectiveness, it will receive no further attention in this paper.

Purposes and Audiences Served by Higher Education Radio Stations

Although the purposes of radio stations licensed to institutions of higher education vary somewhat from school to school, several common ones can be identified. Most importantly, all or nearly all stations see their primary function as one of providing alternative programming to their listening audiences.

More specifically, the alternative programming is primarily made up of three types: entertainment, information, and instruction. The major alternative entertainment offered is music not available, or available on a relatively limited basis, on commercial stations in the area. Informational programming involves public affairs; interviews with university and other local leaders; live broadcasts of university and local meetings; speeches, and debates; and public service announcements. Educational programming is not offered to any great extent; where it is, it involves non-credit lectures

and series on topics ranging from foreign cultures to nutrition and health.

The audiences served by the station vary, often according to the programming offered. While most, if not all, of the stations appeal to the college and university students in their communities, many listeners are not affiliated with any institution of higher education. This is especially true during the times when programming is devoted to certain types of music, e.g., classical or jazz, or public information.

Control

Control over each of the higher education radio stations--with apparently only one exception described below--is ultimately vested in each school's Board of Visitors. Each of these boards is the licensee for the various stations. The administrative apparatus used to exercise this control varies somewhat, but a fairly common administrative pattern exists. Most every Board of Visitors takes little active interests in the station licensed to it. Students or paid professionals (who sometimes also serve in academic or administrative positions) are normally in charge of day-to-day operations.

The means by which the staff relates to the licensee (i.e., the Board of Visitors) is fairly consistent overall. Usually, an administrative intermediary channels information and direction between the licensee and the staff. In some cases, this intermediary is the college president; in others, another administrator, such as the Dean of Students or Director of Telecommunications

performs this role; and in still others, a body such as a media or publications board functions in this capacity. More than one intermediary between the licensee and the staff can be found in many instances. In most, but not all cases, this administrative apparatus appears to function relatively smoothly.

One radio station exists in Virginia which has connections to but no affiliation with a higher education institution. This is WUVA-FM, a non-profit commercial operation in Charlottesville. WUVA is licensed to a self-perpetuating corporation made up of UVA students. The station is thus both student-owned and student-operated. Nonetheless, it has enjoyed considerable support from and good relations with the University. The University has supplied it with space for operations, and on several occasions has extended loans for equipment purchases. The station expects to move off-campus in about a year and thus sever its formal ties with the University administration.

Since this arrangement has the potential for saving the school both time and money in terms of the efforts not expended on this radio station, the encouragement of similar licensing arrangements for other higher education radio stations may be in order. This might be particulary advisable for those stations which, like WUVA-FM, have no plans to offer educational instruction.

VPTC

There seems to be little contact between VPTC and higher education radio stations. On at least one occasion, a person who has been intimately involved in running such a station did not know what VPTC was or even that it existed. Most other stations

claimed to have had only minimal correspondence (e.g., one letter) with this agency. Current law obligates the State to exercise some oversight in this area of telecommunications and thus the Commission may wish to redress the unmonitored situation which exists.

Staffing

The way in which higher education radio stations are staffed varies somewhat throughout the State. Basically, however, staffing is of three types. The first kind of staff is comprised totally of students, most or all of whom receive no salary. This is the most common arrangement found in college radio stations in Virginia. The second type of staff set-up is one headed by a faculty member or administrator employed by the school. The third arrangement involves a professional station director who is not a faculty member or a college administrator. Normally, unpaid student volunteers and in some cases students on work-study comprise most or all of the remaining staff in the latter two types of organizations as well as the first. It is not uncommon for 50-100 student volunteers to work at a station. Because these staffing arrangements use much volunteer of low-paid student help, personnel costs do not appear to be a significant portion of most college radio station budgets.

Funding

A diversity of funding sources exist for and are utilized by college radio stations. Probably the most common of these is the State; these funds are usually channeled through normal university

budgets. Sometimes a school simply allocates a portion of its annual budget for the station's operating expenses.

Another common source of funding for college radio stations is the student activity fund. Although this may be referred to by other names, its source is a non-tuition levy at a relatively low rate (e.g., $20-30 assessed each student prior to the commencement of a new semester or quarter).

Those stations which are members of National Public Radio network are also eligible for NPR funding. This can amount to a considerable amount; WMRA-FM received about $50-60,000 last year from this source. Most college stations, however, are ineligible for NPR membership.

Funding is also derived from merchants who sponsor certain radio programs, listeners who donate money to the stations, and promotions sponsored by the stations themselves. Each of these contributes significant amounts to some station budgets. Nevertheless, these sources taken as a whole offer far less financial support than university funds and student activity fees.

Budget size varies considerably. The range was $7,000 to $240,000 among the eight stations asked about this by the staff, although only two of the stations had budgets in excess of $20,000. One of these stations (WUVA, described above) operates commercially; the other (WMRA-Harrisonburg) receives considerable NPR funding, as noted earlier.

Station expenditures for the most part are made for equipment purchases, operating costs (supplies, record purchases, etc.), and personnel. The latter of these seems to be low in most cases,

since student volunteers comprise the majority of most staffs.

Nearly every station indicated an interest in increased State funding for their operations. Several persons indicated a special need for money to purchase new equipment. The only reservation to State funding was voiced by a representative of a station licensed to a private college; he suggested that school policy would probably preclude accepting any State money.

Programming

Since station "personality" varies considerably from one school to the next, it is not surprising that considerable diversity in programming can be found throughout college radio in Virginia. The common denominator that appears to link all these stations, however, is an interest in providing an alternative to the programming offered by commercial stations in the area.

The most common type of programming by far is music. Among seven stations asked to describe their programming, the amount of time devoted to music ranged from about 40% to over 95%; five of the seven said music is played 75% or more of the time the station is on the air.

The kind of music played itself varies considerably, although "alternative" or album-oriented rock seems to predominate. This is not a surprising finding since the average listener for these stations is the college student to whom this music appeals.

Classical music receives the next largest amount of air time. Other types of music include jazz, bluegrass, soul, and "golden

oldies." Although not all stations offer non-rock music, a considerable number do.

News and other public information programming is offered by all stations contacted; again, however, considerable variation exists within the group. Two of these stations offered only a few hours a week of this type of service, while one devoted nearly half its air time to news and informational features. The differences in air time devoted to such programming are too great to establish a norm, although it is uncommon for a station to devote more than a quarter of its air time to news and related information features.

Only a few stations offer religious programming. Except for one contacted, however, religious programming is broadcast at most a few hours a week. The exception pertains to a station licensed to a church-affiliated private college; it devotes nearly half its air time to religious broadcasts.

Educational and instructional programs, like religious ones, receive little or no broadcast time from the State's higher education radio stations.

Most if not all educational programs presently offered involve informal instruction, e.g., a six-week series on nutrition or a similar series on French life and culture. Such programs, when offered by stations, are generally broadcast only a few hours a week (although one or two stations apparently offer such services two to three hours a day).

There do not appear to be any courses offered over the radio in Virginia for which college credit is offered. There are, however,

precedents for such programs. Within Virginia, formal credited college instruction has been offered in several areas via television. A more relevant example can be found in a school in one of our neighboring states, West Virginia Wesleyan College.

West Virginia Wesleyan College offers the largest audio instructional programs in the United States. This project began four years ago, using SCA service. It has since added audio cassettes to its hardware.

The program was originally funded with an HEW grant. Startup costs for the program were about $200,000; this, however, included some equipment purchases and studio preparation that would not be necessary in some stations already on the air. The program was expected to break even after four years of operation, but did so after two. It presently takes in about three times as much money as it expends. Its current budget is about $84,000 including salaries, which comprise about 40% of the budget.

The program operates in conjunction with the State's four station educational broadcast network. Students who find it difficult to travel from home for college instruction can simply tune into a radio fitted with an SCA modifier. This system is useful not only to those interested in obtaining a college degree, but also to professionals, such as nurses and teachers, who wish to update, refine, or increase their skills.

Funding needed to pay the salaries of those who teach the courses is relatively minimal. An instructor is given $1,000 for initial preparation of the lectures and tapes, and an additional

$20 for each student who subsequently takes the course. Tuition likewise is relatively low: $70 per three hour course. This fee covers not only the lectures, but also materials required for the course.

Mr. William Yerick, Director of Telecommunications at Radford College, has suggested some possibilities for Virginia's use of radio as an instructional tool. Many of these ideas are not unlike those implemented by West Virginia Wesleyan.

One possible scenario he has described involves the use of radio in large introductory college courses, e.g., Western Civilization or World History. Tapes played over the radio could be used in one of two ways. First, they might replace the actual "in-person" lecturer. Class members would be required to gather as a group only for an introductory organizational meeting and then one or two exams. Lectures could then be heard in a student's dorm room or home via radio. Such an arrangement would, of course, make it easier for working people in the community to take these courses.

An alternative use of radio lectures would involve learning reinforcement. If a student did not fully understand the "in-person" lecture, he could listen to it repeated over the radio at a later time. Such an arrangement would also allow students who miss an "in-person" lecture due to illness or other reasons to make up this loss when the lecture is subsequently broadcast.

Innovative uses of the radio along the lines suggested by Mr. Yerick or adopted by West Virginia Wesleyan deserve the consideration of the Commonwealth. The potential for monetary savings and in-

creased services to the citizens of the Commonwealth is substantial.

If Radford were to implement Yerick's proposals, savings in salaries paid faculty could more than offset the cost of the program. It is not uncommon now for a professor to deliver the same course lecture several times a week. By using radio, he would have to deliver it only once; after that, it could be played over the radio as many times as needed. This would free some of a faculty member's time for other departmental instruction, thus increasing per faculty person productivity.

Further savings could be realized if such a program were offered the community at large. Presently, if someone wishes to attend college part-time, he must drive to the campus once, twice, three times a week or more. The frequency of such trips could be cut 80-95% if radio instruction were available; this would save time for students, result in a lessened expense for fuel and related transportation costs.

Certain start-up costs, in terms of equipment purchases and released faculty time for program development, would of course be engendered. These nevertheless would be relatively small and would be more than offset in the long run by savings in State funds.

Radio Networks

No college (or other) radio network presently exists in Virginia, or in any sub-area of the State. Four stations in the Commonwealth do belong to National Public Radio; three of these are licensed to institutions of higher education. Because of the relatively high cost and other criteria required by the NPR network, it seems

doubtful that this number will increase substantially without a much higher appropriation level from the State.

Networking within the State seems to be a more feasible alternative. Were state-licensed stations to form an organization (and possibly invite into it privately-owned non-commercial stations) to share programs and pool other resources, the State could again save money and increase services to its citizenry. This would be true especially if educational instruction were offered via radio.

The degree of technology required for a network would vary according to the funds available. Very minimal amounts of money would be needed if stations simply exchanged tapes through the mail. If more money were available, advanced technology could be used to establish an electronic network.

Conclusions

The use of radio has great potential in higher education. Currently, it is being used for the most part only as a medium for entertainment. There are stations which offer significant amounts of time for news and information, but these are in a distinct minority. The greatest untapped potential for radio in Virginia pertains to its use as a tool for formal education.

Even if the Commonwealth decides to forego any expansion of the use of radio, measures can be taken to bring about greater service to the Commonwealth with little or no funding in excess of that now expended. A minimal amount of direction and innovation might facilitate increased service levels.

Summary of Findings

This review of public radio in Virginia has led to the following general conclusions:

1. There has been no overall planning for the use and growth of public radio in Virginia.

2. There has been no formulation of a possible plan for the formation of a radio network or interconnection system.

3. No plan for acquiring, producing, and/or distributing radio programming throughout the State for instructional programming, professional training, and/or informational programming in an efficient and cost-effective manner has been established.

4. Centralized coordination is lacking in the use of public radio stations.

5. Investigation into possible sources of funding from local, State, and federal sources has not taken place to aid in the development and maintenance of public radio; nor is there a means for the disseminating of this information should it have been gathered.

6. No centralized group is acting as a clearinghouse to provide information to various agencies and institutions around the State as to the services which could be provided by the public radio stations.

7. There is no centralized management of SCA use potential to aid in the coordination of effort, avoid unnecessary software purchase duplication, and possibly facilitate more economical equipment purchases.

8. No funding exists for doing research and experimentation in the uses of radio, although VPTC has made budget requests.

9. There is no evaluative component established to ascertain whether or not policy is being dealt with in a productive fashion.

The following conclusions are specific to higher education:

10. The university-based management and operational control mechanism may not be appropriate for some (especially larger) public radio stations. Transfer to a community-based non-profit group in some cases may result in more viable public radio and more direct community benefit.

11. The use made of radio from one school to another varies considerably. Many schools have not even considered the potential it offers.

12. There has been little research into the uses and implications of radio for college instruction in Virginia.

13. No central coordinating agency, such as VPTC, is regarded as helpful by the college radio stations.

14. Little consideration has been given to the benefits that a State radio network might offer.

15. No general appropriations are presently available for college radio.

16. Several colleges and universities in the State support radio stations that could be operated commercially with no major format change. Since these stations offer outlets for student activity, the continuation of a relationship between the school and the station may be considered desirable. WUVA might be viewed as an organizational model for a private commercial operation which has strong ties with an institution of higher education.

On a national level and a local level, public radio has been referred to as a sleeping giant whose potential has not been realized. Other states and localities are now in the process of awakening this giant and harnessing the power it has. The time is fast approaching for Virginia when it will need to make a decision as to whether or not it can afford to let the giant continue to sleep.

APPENDIX A

13 Licensed Non-Commercial Radio Stations*

(10 W Campus Stations Listed Separately)

WVVT-FM	VPI, Blacksburg Format: Educational Diversified Net: MBS	770W
WTJU-FM	UVA, Charlottesville Format: Progressive, Classical, Jazz	750W
WMRA-FM	James Madison University, Harrisonburg Format: Diversified Net: NPR	19.5KW
WLUR-FM	Washington & Lee University, Lexington Format: Diversified	175W
WHRO-FM	(Educational Telecommunications, Inc.), Norfolk Format: Classical, Community Affairs Net: NPR, APR	26.5W
WNHS-FM	(School Board), Portsmouth Format: Educational, Top 40	300W
WBBL-AM	(Grace Covenant Presbyterian Church), Richmond Format: Religious	Share-time with WLEE
WVWR-FM	Virginia Western Community College Roanoke Format: Educational, Informational, Cultural Net: NPR	100KW
WCWM-FM	College of William and Mary, Williamsburg Format: Progressive Net: MBS	1.6KW
WYCS-FM	(School Board), Yorktown Format: Educational, Visually Handicapped one hour per week	21KW

*Appendix B shows geographical locations.

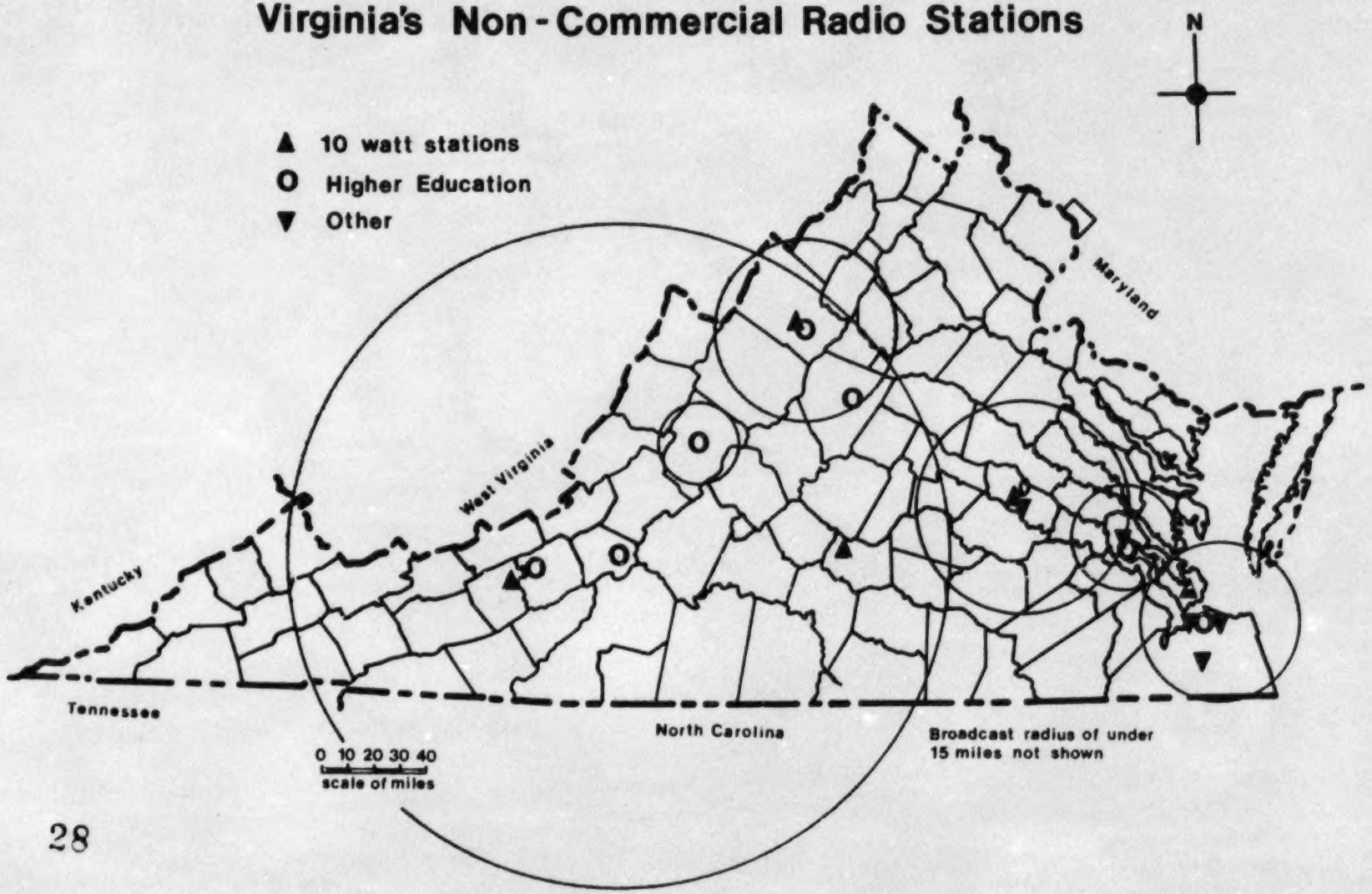
WRFK-FM	Union Theological Seminary, Richmond Format: Classical, Religious Net: NPR	50KW
WNSB-FM	Norfolk State College (new not on air)	1KW
WFOS-FM	(School Board), Chesapeake Format: Variety, Educational	1.5KW

5 Licensed

10 W--Campus Stations

WWHS-FM	Hampden-Sydney
WHOV-FM	Hampton Institute
WEMC-FM	Eastern Mennonite College
WDCE-FM	University of Richmond
WRRC-FM	Radford College (application pending to move to 500W)

Virginia's Non-Commercial Radio Stations



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